

Role of Teachers in Integration of Play in Early Childhood Development and Education Curriculum

ZADOCK OBUCHERE MURUNDU¹, MICHAEL OKELLO OKWARA¹,
BENSON CHARLES ODONGO¹.

¹Jaramogi Oginga Odinga University of Science and Technology, P.O. Box 210, Bondo, Kenya.

ABSTRACT

The role of a teacher in integration of play in ECDE curriculum is crucial as Play-based teaching and learning promotes positive social skills in children. Most of teachers in Kenya don't integrate play in curriculum leading to poor performance of children yet the entire teaching and learning of small children should be entirely based on play. Public confidence in teachers' role in integration of play is in question. The study therefore purposes to establish the role of teachers in integration of play in Early Childhood Development and Education (ECDE) curriculum. The study was based on Descriptive survey design. It involved; 430 teachers drawn from 215 pre-schools (33% of the study population) and 1 District Program Officer, selected using Simple random sampling and Saturated sampling techniques respectively. Data was collected by a questionnaire, an interview schedule and a lesson observation schedule. The study found out that: Most teachers do not fulfill some of the roles specified to them in integration of play in ECDE curriculum. This inhibits the role of teachers in integration of play in ECDE curriculum. The study recommended that: Regular in-service training should be given to teachers to enable them learn their role and how to integrate play in ECDE curriculum.

KEY WORDS: Role, Integration, Play and Curriculum

INTRODUCTION

Role of Teachers in Integration of Play in ECDE Curriculum

Early Childhood Development and Education (ECDE) curriculum planning and development is a collective responsibility which involves many participants, teachers being inclusive (Shiundu & Omulando, 1992). Some specialists in play activities argue that, the ever increasing amount of knowledge and skills needed by young children through play require teacher's guidance or direct instruction to specify the specific learning goals and objectives (Lillemyr & Fredrick, 2003).

Goffin and Wilson (2003) in their study state that; teachers have a variety of critical roles in supporting integration of children's play in ECDE curriculum. The study further confirms that these roles include; providing materials for play, encouraging high quality play, structuring environments for play, modeling play and introducing children to new play opportunities. The study recommended that teachers should look after children, give them nutrition supplement through initiating a sustaining a feeding program, they are expected to play with children, teach them

alphabet and numerals and make them be aware of their cultural patterns through play, storytelling or music activities. The study by Goffin and Wilson (2003) differs from this study as it was conducted in USA's pre-schools while the present study was conducted in the pre-schools Emuhaya District, Kenya.

A study by Mweru (2012) concurs with Goffin and Wilson's (2003) findings when it postulates that, teachers should also take care of their children's good grooming and hygiene; encourage children to work, discuss and solve problems in groups; introduce children to Mathematics, Language, Science, Social Studies, Play activities and games. The study emphasizes that teachers are expected to use games, music, artwork, films, books, charts and the like to teach basic skills. Mweru's (2012) study focused on the teachers' influence on children's selection and use of play materials in the whole country, while the present study focused on the role of teachers in the integration of play in ECDE curriculum.

Saide (2009) carried out in Britain on teachers' roles in children's literacy – related play found out that; teachers should act as a role model and guide in the process of teaching and learning through literacy-related play for effective curriculum implementation in early childhood centres. Though the study employed descriptive survey design as the current study, it involved 60 teachers and 120 pre-school children which was a smaller sample size as compared to the sample size of this study that involved 430 teachers, 1,719 parents and 1 District Program Officer and it examined the role of teachers in integration of play activities, in ECDE curriculum in Emuhaya District, Vihiga County, Kenya which was a different area of a study from Britain.

Another study carried out in Europe, Britain by Sarah (2013) on teachers' roles in promoting literacy in the context of play, assessed the role of kindergarten teachers in order to promote literacy during children's play. The study revealed that; teachers act as; discussion leaders, storytellers, examiners and decision makers. While the study used observation only as a method of data collection, the current study utilized various methods of data collection e.g. questionnaire, interviews, to add on lesson observation schedule. This study was also meant to find out the role of teachers in integration of play activities in the entire ECDE curriculum other than looking at integration of play in a specific aspect of curriculum like literacy only.

A study carried out in Southwest United State of America by Saracho and Olivia (2001) on the role and perceptions of teachers in promoting literacy during periods of play for Spanish speaking children found out that; teachers are expected to provide teaching and learning materials during learning/play process. The study had a smaller study sample size of 40 teachers as compared to this study which had a larger study sample size of 430 teachers, 1,719 parents and 1 District Program Officer. This study was also meant to find out the role of teachers in integration of play in ECDE curriculum in Emuhaya District, Kenya which was a different area of study from Southwest United States of America.

Niklas and Pramling's (2008) study, carried out in Sweden examining teachers' use of storytelling as a method of integrating play in teaching and learning of 'division in Mathematics' to 2 to 6 years old pre- school children established that; ECDE teachers have a role of integrating storytelling in the process of teaching division in Mathematics so as to motivate learners. The study employed experimentation only as a method of data collection while this study employed: interviews, questionnaires and lesson observation as methods of data collection and it examined the role of teachers in integration of play in ECDE curriculum in Emuhaya District, Kenya which is a different study area from Sweden.

An exploratory study carried out in Kenya by Mweru (2012) on teachers' influence on children's selection and use of play materials in selected ECDE Centres in Nairobi City Council, Kenya, was meant to establish among 36 teachers, teachers' gender stereotyped views and if they communicated

these views to children during selection and use of play materials. An observation schedule was used to collect data. T-tests were then performed to find out specific intergroup differences. The study found out that teachers were found to influence children in a gender stereotyped manner with more influence being exerted on boys than girls. The influence on children was found to encourage them to adopt gender roles that were not always fair to both genders. Mweru's (2012) study differs from the current study as it adopted descriptive survey design. The current study had a larger study population than Mweru's (2012) which had 36 teachers. The present study also employed: interview schedule, questionnaires and lesson observation schedule and it was meant to find out the role of teachers in integration of play in ECDE curriculum.

A teacher is an important factor in teaching and learning of language in Early Childhood Development and Education centre and a well prepared teacher could be very effective in the selection, development and use of materials (Ogott, 2011). A study carried out in Gem District by Ogott, Indoshi and Okwara (2010) on teacher factors in language curriculum material selection, development and use in Early Childhood Education program which was meant to ascertain the extent of influence of teacher factor in selection, development and use of materials in a language classroom. The study involved a smaller sample of 68 teachers drawn from 115 ECDE centres as compared to this study that employed a larger study sample of 430 teachers, 1,719 parents and 1 District Program Officer and it examined the role of teachers in integration of play in ECDE curriculum.

Ogott et al (2011) carried out another study on teachers' attitudes towards selection, development and use of language materials with regards to; target task, human, administrative and physical factors. Though the study was based on descriptive survey design as the current study, it employed attitude test questionnaires only as a method of data collection, while the current study employed interview schedule, lesson observation schedule and questionnaires as methods of data collection. Ogott et al's (2011) study found out that most teachers had a positive attitude towards target task human factors, physical factors and administrative factors with regard to language material selection, development and use. This study on the other hand examined the role of teachers in integration of play activities in ECDE curriculum.

A study conducted by Obuchere (2011) in Emuhaya District, Kenya on factors influencing implementation of ECDE curriculum pointed out that; ECDE teachers play a key role in the preparation of learning environment and play materials in ECDE centres to ensure school/home or parent/teacher relationship is achieved. The study differs from the current study because it had a study sample of 65 teachers and 1 program officer while this study had a larger study sample of 430 teacher, 1,719 parents and 1 Program Officer and it was meant to find out the role of teachers in integration of play activities in ECDE curriculum.

A Study conducted by Njoroge (2011) in Thogoto and Karai Zone in Kikuyu Division, Kikuyu District, Kenya on factors influencing children enrolment in pre-school education mentioned the role of pre-school teachers as one of the major factors influencing children enrolment in pre-school education. The study pointed out that the role of teachers in early childhood education is highly influenced by their; training, attitude, motivation and remuneration. The study sample comprised of 3 head teachers, 6 teachers, and 6 parents. The current study on the other hand comprised of a larger sample size of 430 teachers, 1,719 parents and 1 District Program Officer and it was meant to examine the role of teachers in integration of play in ECDE curriculum.

Despite the relevance of play that may accrue in implementation of ECDE curriculum, play is at risk and ignored by most ECDE curriculum implementers in Kenya leading to poor performance of children in ECDE centres as most of teachers in Kenya don't integrate play in teaching and learning process (Republic of Kenya, 2006). In Emuhaya District the situation is worse as statistics at

Emuhaya DICECE indicate that about; 80% in 2010, 89% in 2011 and 90% in 2012 of teachers in the district did not integrate play activities fully in the teaching and learning process as compared to teachers in other districts in Vihiga County who integrated play fully, yet the entire teaching and learning process of ECDE children is supposed to be purely based on play (Republic of Kenya, 2009), hence the need to carry out this study.

Objectives of the Study

The study therefore aimed to explore: types of play activities integrated in ECDE curriculum that allow teachers' involvement, role of teachers in integration of play in ECDE curriculum and, the extent to which teachers are involved in integration of play in ECDE curriculum.

Materials and Methods

Research Design

The study adopted descriptive survey design. Ader, Van Marwik, Deltaan, and Beekman, (2008) describe descriptive survey as collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of study. Descriptive survey design was chosen because it is appropriate for educational fact-finding as it yields a great deal of information, which is accurate. It also enables a researcher to gather data at a particular point in time and use it to describe the nature of the existing conditions (Borg & Gall, 2007). This research aimed at gathering accurate information that was observable in the relevance of integrating play activities in ECDE curriculum.

METHODOLOGY

Sample and Sampling Techniques

As Chambers and Skinner (2003) noted that the primary issue in choosing a sample size is to ensure that the sample size is sufficient to act as a representation of the population from which it is drawn. Simple random sampling technique was used to select a sample size of 430 teachers and 1,719 parents drawn from 215 pre-schools representing a third (33%) of the study population as a third of the study population is the convenient sample size for a survey study (Mugenda & Mugenda, 2003). Simple random sampling technique was used because it is a technique in which every member has an equal chance of being selected (Bartlett et al, 2001). Saturated sampling technique was used to sample out 1 District Program Officer (DPO) since he was the only one in charge of early childhood education in the district. Saturated sampling technique is a non – probability sampling technique in which all (100%) members of the target population are selected because they are too few to make a sample out of them (Borg & Gall, 2007).

Reliability of Instruments

Fairchild (2002) say that, reliability could be viewed in terms of comprehensiveness of data and what actually occurred in the setting under study. Farrel et al (2007) further explain that, reliability is further enhanced by triangulation where the same facts are elicited for from different people in the same setting. This particular study compared questionnaire results from teachers and parents from the same schools and environments respectively, therefore enhancing the reliability of the results through triangulation.

To establish reliability of research instruments, a pilot study was carried out using test and re-test (coefficient of stability) method. Testing was done using 17 teachers drawn from 7 pre-schools randomly selected from all the four divisions of Emuhaya District representing 4% of the study sample (Chambers & Skinner, 2003). The two tests were administered on the same respondents at an interval of two (2) weeks (Mugenda & Mugenda, 2003).

For quantitative data, Pearson's (r) was used for the pilot study to determine correlation of instruments which were judged to be reliable at the value of magnitude of relationship of 0.7. The research instruments were proved to be reliable because the values of magnitude of relationship of the grand mean scores obtained from the two tests for; teachers' questionnaire was 0.60, which lie between 0 and 0.7 (Borg et al., 2007). Results from the two tests were also used to revise instruments before they were used in the actual study (Borg & Gall, 2007).

For qualitative data, the pilot study was carried out to find out whether the terms used in the instruments resonated with the terms which were familiar to; teachers and the District Program Officer. The researcher also verified the instruments' content for; accuracy, consistency, and ensured that ambiguous information was removed while deficiencies were noted and corrected in the instruments which were used in the final study (Joppe, 2000). Respondents who participated in the pilot study did not participate in the main study.

Validity of Instruments

Validity is the ability of instruments to measure what it is intended to measure (Creswell & Miller, 2000). According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences which is made on the research results. They further explain that, if data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. Grinnel (1993) cited in Ajowi (2011) states that; validity issue in research tries to establish the extent to which research instruments generate data that is relevant to the research problem at hand. The writer further explains that, it deals with the degree to which the results of research study are generalizable to larger setting outside the research situation.

For face validity of the instruments to be ensured, content related evidence of validity was used to validate the developed instruments by preparing what each instrument was intended to measure, then presented them a long with the instruments to three experts from the School of Education of Jaramogi Oginga Odinga University of Science and Technology who examined the content of the instruments and advised on the face validity. Improvements were made according to the recommendations suggested by the experts before the instruments were finally taken into the field.

Data Collection Instruments

Teachers' Questionnaires (TQ) was used to collect data regarding: relevance of play activities integrated in ECDE curriculum, availability of play resources in ECDE centres, the extent of integration of play, the role of both teachers and parents in integration of play activities in ECDE curriculum, challenges and opportunities in integration of play activities in ECDE curriculum.

District Program Officer's Interview Schedule (DPOIS) was used to gather data as it helped to verify information obtained through questionnaires (Mugenda & Mugenda, 2003). This study preferred to use interview schedule because an interview schedule provides a free environment for the respondents to express themselves and even give rise to additional information, which could not be catered for in the questionnaire (Ader et al, 2008).

Lesson Observation Schedule (LOS) was used to gather data regarding: relevance of play activities integrated in ECDE curriculum. The study preferred to use this method of data collection because it is practical and exposes a researcher to the real object or activity being investigated. Lesson Observation Schedule will also allow the researcher to participate in the research exercise fully through; touching, seeing, feeling, and testing (Joppe, 2000).

Methods of Data Analysis

Data analysis in descriptive survey studies involves descriptive statistics (Mugenda & Mugenda, 2003). Quantitative data which was gathered by responses to closed ended questions from both Teachers' questionnaires (TQs) was analyzed using descriptive statistics such as frequencies, means, percentages, summarized and presented in tables (Chambers & Skinner, 2003). This study used frequencies, means and percentages because they easily communicate the research findings to majority of the readers (Gay, 1992 cited in Atieno, 2012 pp. 46). Frequencies easily show the number of subjects in a given category. Percentages were used to compare sub-groups that differ in size and population, then finally summarized and presented in tables.

Qualitative data which was gathered by responses to open – ended questions from; Teachers' questionnaires (TQs) and District Program Officer's Interview schedule (DPOIS) was read carefully and paying attention to comments, ideas and concerns of participants, then organized, categorized and presented in narratives according to various emergent themes. Qualitative data analysis is a systematic procedure followed in order to identify essential features, themes and categories (Borg & Gall, 2007).

As the researcher observed various lessons taught in EDCE centres then compared his observations from various lessons as he drew final conclusions based on objectives of the study. Data gathered by Lesson Observation Schedule (LOS) was also presented in narratives according to various themes of the study. The researcher finally reviewed the data again to locate additional evidence backing up each theme as he compared general themes across all data sources while creating broader consistent themes.

RESULTS

Types of Play Integrated in ECDE that Allow Teachers' Participation/Involvement

The study sought to find out from teachers the type of play activities integrated in ECDE Curriculum which allow teachers' involvement and participation. The study findings were as follows: - 80% of teachers (344) mentioned Motor/Physical play while 20% of teachers (086) did not. 40% of teachers (172) mentioned Construct play while 60% of teachers (258) did not. 10% of teachers (043) mentioned Fantasy play while 90% of teachers (387) did not. 75% of teachers (323) mentioned Games with Rules while 25% of teachers (107) did not. 15% of teachers (064) mentioned pretend play while 85% of teachers (366) did not.

20% of teachers (086) mentioned Early Literature while 80% of teachers (344) did not. 95% of teachers (408) mentioned Numeric play while 05% of teachers (022) did not. 05% of teachers (022) mentioned Exploratory play while 95% of teachers (408) did not. 88% of teachers (378) mentioned Creative play while 12% of teachers (052) did not. 45% of teachers (194) mentioned Small-World play while 55% of teachers (236) did not. 65% of teachers (280) mentioned Socio-dramatic play while 35% of teachers (150) did not and 38% of teachers (163) mentioned Manipulative play while 62% of teachers (267) did not. These study findings were summarized in the Table 1.

Table 1: Play Activities that Allow Teachers' Involvement/Participation

Categories/Types Play Activities	Names/Examples of Play Integrated	Allow Teachers' Involvement		Don't Allow Teachers' Involvement/Participation	
		Frequency	Percentages	Frequency	Percentages
Motor/Physical play	See Saws & Swings, Pulling	344	80.00%	086	20.00%
Construct play	Arranging blocks in specified order	172	40.00%	258	60.00%
Fantasy play	Puppetry & Cartoon	043	10.00%	387	90.00%
Games with rules	Foot ball & Droughts	323	75.00%	107	25.00%
Pretend play	Doctor and Patient	064	15.00%	366	85.00%
Early literature	Story Telling	086	20.00%	344	80.00%
Numeric play	Counting and Drawing Numbers	408	95.00%	022	05.00%
Exploratory play	Searching for Grasshoppers and Hide & Seek	022	05.00%	408	95.00%
Creative play	Modeling & Drawing	378	88.00%	052	12.00%
Language play	Tongue twisters	236	55.00%	194	45.00%
Small world play	Constructing toys and Dollies	194	45.00%	236	55.00%
Socio-dramatic play	Role playing	280	65.00%	150	35.00%
Manipulative play	Puppetry	163	38.00%	267	62.00%

Role of Teachers in Integration of Play in ECDE Curriculum

The study also sought to find out from teachers their roles in integration of play activities in ECDE curriculum. The study findings were recorded as follows: - 96% of teachers (413) reported that, they guide and instruct children on how to play while 4% of teachers (017) reported that they don't. 98% of teachers (421) reported that they keep and avail play materials to children while 2% of teachers (009) reported that they don't. 92% of teachers (396) reported that they assist children to handle and manipulate play materials during teaching and learning process while 8% of teachers (034) reported that they don't. 20% of teachers (086) reported that they tide up and clean play grounds after playing while 80% of teachers (344) reported that they don't. 35% of teachers (150) reported that they choose and select relevant play activities for learners while 65% of teachers (280) don't. 35% of teachers (150) reported that they provide play facilities, equipment and materials to learners while 65% of teachers (280) reported that they don't provide. These findings were summarized in Table 2.

Table 2: Role of Teachers in Integration of Play Activities

Teachers' Role in Integration of Play	DO		DON'T	
	Frequency	Percentage	Frequency	Percentage
They Guide and Instruct Children on how to Play	413	96.00%	017	04.00%
They Keep and Avail Play Materials	421	98.00%	009	02.00%
They Assist Children to Handle and Manipulate Play Materials	396	92.00%	034	08.00%
They Tide Up and Clean Play Grounds	086	20.00%	344	80.00%
Choose and Select Play Activities for Children	150	35.00%	280	65.00%
They Provide Play Facilities, Equipment and Materials	150	35.00%	280	65.00%

Extent to Which Teachers are Involved in Integration of Play in ECDE Curriculum

The study further sought to find out the extent of teachers' involvement in the integration of play activities in ECDE curriculum. The study findings were recorded as follows: - 15% of teachers (065) reported that they were highly involved in the integration of play in ECDE curriculum, 25% of teachers (107) reported that they were averagely involved, 30% of teachers (129) reported that they were lowly involved while 30% of teachers (129) reported that they were not involved at all in the integration of play activities in ECDE Curriculum. These study findings were summarized in Table 3.

Table 3: Extent of Teachers' Involvement in Integration of Play Activities

Level of Teachers Involvement in Integration of play	Frequency	Percentages
Highly Involved in Play	065	15.00%
Averagely in Play	107	25.00%
Lowly Involved in Play	129	30.00%
Not Involved in Play at All	129	30.00%
TOTALS	430	100.00%

DISCUSSIONS**Types of Play Integrated in ECDE that allow teachers' participation**

Table 1 reveals that majority of teachers: 80%, 75%, 95% 88%, 55% and 65 reported that Motor/Physical play, Games with rules, Numeric play, Creative play, Language play and Socio-dramatic play respectively are play activities which allow teachers' involvement/ participation in ECDE Centres, Minority of teachers 20%, 35%, 25%, 5%, 12%, 45% and 25% respectively are play activities which don't allow teachers' involvement. These findings revealed that all those play activities allow teachers' active participation but what differ is the level at which teachers are involved. This enhances the role of teachers in integration of play in ECDE curriculum.

Table 1 also revealed that majority of teachers;- 60%, 90%, 95%, 80%, 55% and 62% reported that Construct play, Small-World play and Manipulative play respectively do not allow teachers involvement or participation minority of teachers; 40%, 10%, 15%, 20%, 05% 45% and 38% respectively reported that these types of play activities need teachers' participation or involvement. This imply that not all play activities integrated in teaching and learning process in ECDE centres needed teachers' active participation or involvement.

In deed what all teachers need to understand is that, all play activities integrated in ECDE curriculum need involvement or participation of teachers but the kind of teachers' involvement or

participation might be either active or passive as a study by NACECE (2001) stresses that teachers in pre-schools are expected to play with children, teach them alphabet and numerals and make them be aware of their cultural patterns through play, storytelling or music activities. They should also take care of their good grooming and hygiene. The study further says that teachers are expected to encourage children to work in groups, to discuss and solve problems. They should introduce them to Mathematics, Language, Science and Social Studies play activities are games.

Role of Teachers in Integration of Play in ECDE Curriculum

Table 2 reveals that; Majority of teachers (96%) guide and instruct children on how to play while minority of teachers (4%) don't. Majority of teachers (98%) keep and avail play materials while minority of teachers (2%) don't and Majority of teachers (92%) assist children to handle and manipulate play while minority of teachers (8%) don't. This enhances the role of teachers in integration of play in ECDE curriculum.

Table 2 also reveals that; Majority of teachers (80%) do not tidy up and clear play grounds while minority of teachers (20%) do. Majority of teachers (65%) do not choose and select relevant play activities for learners while minority of teachers (35%) of teachers do. Majority of teachers (65%) do not provide play facilities, equipment and materials while minority of teachers (35%) does. This hinders the role of teachers in integration of play in ECDE curriculum.

The study analysis prove that teachers in ECDE centres do not fulfill some of their roles in the process of integration of play in ECDE curriculum which influences implementation of the entire ECDE curriculum negatively as Goffin and Wilson (2003) confirm that; teachers have a variety of critical roles in supporting children's play. These roles include providing materials, guiding and encouraging high quality play, controlling and structuring environments, selecting and modeling play and introducing children to new play opportunities. They are expected to play with children, teach them alphabet and numerals and make them be aware of their cultural patterns through play, storytelling or music activities (NACECE, 2001).

Data gathered from the lessons observed also confirmed that, teachers do not fulfill some of their roles wholly in the integration of play in ECDE curriculum. For instance, when they fail to: provide play materials and equipment; choose and select play activities for children; and tidy up and clean play grounds and classrooms in ECDE centres. This inhibits the role of teachers in integration of play in ECDE curriculum The District Program Officer also confirmed this when he was quoted saying that:

"Truly speaking teachers in my district don't fulfill all of their roles in the process of integrating play in ECDE curriculum. They ignore most of their roles."

The study analysis also implies that teachers have the following roles in the process of integration of play activities in ECDE curriculum: They guide and instruct children on how to play certain games and activities. They also keep the play materials at the right play after the lesson and avail them to the children when it is time for using them in the teaching and learning process. Teachers also have a role of assisting children to handle and manipulate certain play materials in the teaching and learning process especially for materials which are delicate, dangerous and complicated.

The study analysis on the other hand implies that it is not the teachers' duty or role to provide play facilities, equipment and materials. Indeed building of spacious classrooms, construction of play grounds and equipments; and buying of play materials is a role of parents and the school management committee. Tidying up and cleaning of play ground and classroom is not a role of the teacher. Most teachers assign this role of tidying up and cleaning of play ground and classroom to children. Teachers have failed to take up the role of choosing and selecting relevant play activities for their learners. This inhibits the role of teachers in integration of play in ECDE curriculum. This

is contrary to the findings of a study carried out in Southwest United State of America by Saracho and Olivia (2001) on the role and perceptions of teachers in promoting literacy during periods of play for Spanish speaking children that found out that; teachers are expected to provide teaching and learning materials, choose and select suitable play activities for their learners during teaching and learning.

Extent to Which Teachers are Involved in Integration Play in ECDE Curriculum

Data analysis in Table 3 reveal that; Majority of teachers (60%) are either not involved at all or lowly involved in the integration of play activities, in ECDE curriculum. While minority of teachers (40%), are either highly or averagely involved in integration of play activities in ECDE Curriculum. This inhibits the role of teachers in integration of play in ECDE curriculum as a study by Lillemyr and Fredrick (2003) argues that the ever increasing amount of knowledge and skills needed by young children through play require teacher's guidance or direct instruction to specify and achieve learning goals and objectives of the lesson.

Conclusions

Based on the findings, the study makes the following conclusions:

- Motor/Physical play, Games with rules, Numeric play, Creative play, Language play and Socio-dramatic play are play activities which allow teachers' involvement/participation in ECDE curriculum while Construct play, Fantasy play, Pretend play, Early literature, Exploratory play, Small-world play and Manipulative play do not allow teachers' involvement/participation. This inhibits the role of teachers in integration of play in ECDE curriculum.
- Teachers do not fulfill some of the roles specified for them in integration of play in ECDE curriculum. For instance, though teachers fulfill the following roles: Guiding and instructing children on how to play certain games and activities; Keeping play materials after the lesson and availing them to children when they need them in the teaching and learning process; Assisting children to handle and manipulate certain play materials in the teaching and learning process especially materials which are delicate, dangerous and complicated; They do not fulfill the following roles: Providing play resources:- facilities, equipment and materials; Tidying up and cleaning of play grounds and classrooms; Choosing and selecting relevant play activities for learners. This inhibits the role of teachers in integration of play in ECDE curriculum.
- Majority of teachers are either not involved at all or lowly involved in the integration of play activities in ECDE curriculum. This inhibits the role of teachers in integration of play in ECDE curriculum.

Recommendations

Based on conclusions, the study makes the following recommendations:

- Teachers should be given a special in-service training on integration of play in ECDE curriculum. Regular in-service training will enables teachers to learn: how to integrate all types of play, their role in integration of play and the extent to which they should be involved in the integration of play and be equipped with new skills and technologies of integrating play activities in teaching and learning of process of young children.

REFERENCES

- Ader, H. J. Van Marwijk, H. W. Deltaan, M & Beekman, A. [2008]. *Advising on Research Methods: A Consultant's Comparison*. Huizen, The Netherlands: Johannes Van Kessel Publishing.
- Ajowi, J.O. [2011]. Assessment of Management Practices of Induction for Newly Appointed Teachers in Secondary Schools in Kisumu East and West District Kenya. Maseno University PHd Thesis: Un Published Report.
- Atieno. L. S. [2012]. Influence of Family Socio-Economic Status on Girl Student Academic Achievement in Public Secondary Schools in Kisumu. East District Kenya. Maseno University PHd Thesis: Unpublished Report.
- Bartlett, J.E, Kotrlik, J. W. & Higgs, C.C. [2001]. Organizational Research: Determining Appropriate Sample Size for Survey Research. *Information Technology, Learning and Performance Journal*, 19 (1) 43-50.
- Borg, R.W. & Gall, J.P. (2007). *Educational Research: An Introduction*. New York: Longman publishers.
- Borg, W. R., Gall, M. D. & Gall J. P. (2007). *Educational Research: An Introduction (8th Edition)*. USA: Longman.
- Chambers, R.L. & Skinner, C.J. [2003]. *Analysis of Survey Data*, ISBN -0471-16240-X
- Creswell, J.W. & Miller, D.L. [2000]. *Determining Validity in Qualitative Inquiry*.
- Fairchild, J.A. [2002]. *Instruments Reliability and Validity: Introductory Concepts and Measure*. Philadelphia: James Madison University.
- Farrel, G. Isaac, S and Trucano, M. [2007]. The NEPAD e-School Demonstration Project. AWork in Progress. A public Report Washington: InforDer.
- Gay. C. R. [1992]. *Educational Research; Components for Analysis and Application 4th Edition*. New York: McMillan Publishing Company.
- Goffin, G. and Wilson, C. [2002]. *Curriculum Models and Early Childhood Education: Education: Appraising the Relationship (2nd Ed)* Upper Saddle River NJ: Merrill Prentice Hall.
- Grinnel, M. [1993]. *Social Work Research and Evaluation 4th Edition*. Illinois: Peacock Publishers, Inc.
- Joppe, M. [2000]. *The Research Process*. Retrieved on 2nd Sept. 2009. Available Online at; <http://www.ryerson.ca/~mjoppe/rp.htm>
- Lillemyr, C. and Ole-Fredrick, P. [2003]. *Play in School-The Teachers' Reforms and Recent Research in Contemporary Perspectives on Play in Early Childhood Education (Pp.53-73)*. Greenwich, CT: Information Age Publishing.
- Mugenda, O.M. & Mugenda, A.G. [2003]. *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology Studies Press.
- Mweru, M. [2012]. *Teachers' Influence on Children's Selection and use of Play Materials in Kenya*. Nairobi: Kenyatta University.
- NACECE, [2001]. *Guidelines for Early Childhood Development in Kenya* Nairobi: K.I.E. Nairobi: NACECE and KIE.
- Niklas , P. and Pramling, S. I. [2008]. Identifying and Solving Problems: Making Sense of Basic Mathematics through Storytelling in the Preschool Class. *International Journal of Early Childhood*, 40(1), 65-79

- Njoroge, A. J. [2011]. A Study of Factors Influencing Children Enrolment in Pre-School Education in Thogoto and Karai Zone in Kikuyu Division, Kikuyu District, Kiambu County, Kenya. University of Nairobi MEd Research Project: Unpublished Report.
- Obuchere, Z.M. [2011]. Factors Influencing Implementation of Early Childhood Development and Education Curriculum in Emuhaya District, Kenya. Maseno University MEd Thesis: Unpublished Report.
- Ogott, G.O, Indoshi, F.C. and Okwara, O. M. [2010]. Teacher Factors in Language Curriculum Material Selection, Development and use in Early Childhood Education Programme. *International Research Journals*. Downloaded Online at 10.00 A.M. on 9 Sept. 2013 at <http://www.interestjournals.org/ER>
- Ogott, G. O. [2011]. Factors Influencing Use of Language Materials in Early Childhood Development and Education Centres in Gem District, Kenya. Maseno University MEd Thesis: Unpublished Report.
- Republic of Kenya [2006]. *National Early Childhood Policy Framework*. Nairobi: Government Press.
- _____ [2009]. Emuhaya District Education Day, 2011 KCPE/KCSE Analysis Report: Unpublished Report.
- Saide, O. [2009]. A Study on the Difficulties Faced By Pre-School Teachers in the Planning and Implementation. *Gazi University Journal of International Social Research*. Downloaded online on 30th September 2013 at 5.00 P.M. at <http://www.researchgate.net/publication/26587883>
- Saracho, Z. and Olivia, N. [2001]. Teachers' Perceptions of their Roles in Promoting Literacy in the Context of Play in A Spanish-Speaking Kindergarten *International Journal of Early Childhood*, 33(2), 18-31
- Sarah, M. [2013]. *The Benefits of Dramatic Play in Early Childhood Development*. Nigeria.
- Shiundu, J.S. & Omulando, S.J. [1992]. *Curriculum: Theory and Practice in Kenya*. Nairobi: Oxford University Press.